



St John's Primary School Special Educational Needs (SEN) and Disability Policy 2024-25

Name and details of SENCO:

Ali Thompson

Email: alison.thompson@stjohns.newcastle.sch.uk

Telephone: 0191 273 5293

Jodi Southern

Email: jodi.southern@stjohns.newcastle.sch.uk

Telephone: 0191 273 5293

If you would like any more information regarding SEN and Disability please contact the school to make an appointment.

This policy was developed in consultation with the SLT, members of staff and parents.

SEN and Disability Policy

Rationale:

At St John's Primary every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can thrive. We believe that learning is a shared lifelong experience. We celebrate our differences and learn as much as possible from each other, understanding that each of us are different and we are all equal. We will respond to individuals in ways which consider their varied life experiences and particular needs.

Staff at St John's Primary are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEND and Disabilities , including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2014 (updated 2024), The Special Educational Needs and Disability Regulations 2015 (updated 2024), Equality Act 2010, The Mental Capacity Act 2005, Keeping children safe in education 2015 (updated 2024), Supporting pupils at school with medical conditions 2014 (updated 2017), Working together to safeguard children 2015 (updated 2024)
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential
- To ensure families are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils

- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

Admission Arrangements:

Please refer to the information contained in school's Admissions Policy which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

Roles and Responsibilities:

The Special Educational Needs Coordinators (SENCO):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEND
- monitor termly progress of SEND pupils
- liaising with the designated teacher where a child in care has SEND
- advising on the graduated approach to providing SEND support
- advising on and monitoring pupils SEN Support Plans
- monitoring SEND interventions across school
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, appropriate outside agencies, health and social care professionals
- refer pupils to the appropriate outside agencies using up to date referral forms
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The class/subject teacher:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four-part cycle
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice

- Communicate effectively with parents with regard to pupils' achievements and pupils' well-being

SEN support staff work with individuals and groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions/ programmes.

St John's has Teaching Assistants in every class who support children alongside the class teachers. SEN support staff work with individual and groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions/programmes.

The governors responsible for inclusion are Warren Morris and John Anderson.

The designated teachers for child protection are the Head Teacher, Mrs Caffrey; Assistant Head Teachers Mrs Bewick & Mr Rundle; Family Support Worker (FSW) Mrs Lishman and SENCO Ali Thompson.

The designated member of staff responsible for managing pupil premium is the Head Teacher, Mrs Caffrey.

Children in Care (CIC)

The designated member of staff for children in care is the Head Teacher, Mrs Caffrey.

The Family Support Worker and designated member of staff meet on a termly basis to ensure that arrangements are in place for supporting children in care and ensure Personal Education Plans are up to date.

Specialised Provision:

There is no specialist provision at St John's Primary.

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Allocation of Resources:

The Head Teacher is responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and where applicable, pupil premium to provide high quality appropriate support for pupils with SEND. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Access to the Curriculum:

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is accessible to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our SEND Information Report and Annual SEND Report provides a clear description of the details of what is available for all children with SEND through Quality First Teaching and what is additional and different provision.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. Our curriculum enrichment activities are open to all of our pupils.

Identification, Assessment, Planning and Review Arrangements:

School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. (Teachers' Standards 2011, updated 2021)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

There are 4 broad areas of need:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs

The following are **not** SEND but may impact on progress and attainment:

- Medical needs
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a child in care
- Being a child of service personnel

SEND support – four-part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly Assertive Mentoring meetings support the early identification of pupils who may have SEND. Where concerns are identified this is discussed with the SENCOs.

Assess

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed termly. Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment.

Plan

Parents/carers will be informed if their child has been placed on the SEN register in school. Parents/carers will be formally notified at the termly Assertive Mentoring, pupil progress meetings by the class teacher or before if appropriate. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. SEN Support Plans will be written together by class teachers and the SENCO; Newcastle Universally Available Provision will be used to support planning. Support plans will be shared with pupils and parents/carers and reviewed termly.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved and will record this on the SEN support plans at the end of every term. The SENCO will support the above. Newcastle Universally Available Provision implemented.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly by class teachers along with the SENCO. Plans and progress will be shared and discussed with parents at termly assertive mentoring meetings.

The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services:

Educational Psychology Service, School Health, School Effectiveness SEND team, School effectiveness SEMH team, SENDOS (SEND Outreach Service), School Health, Speech and Language Therapy Service (SALT), Early Years Inclusion Fund, SEN Team, SEN ASAP Advice and Support Allocation Panel, SPA (Single Point of Access), CYPS (Children's and Young People's Service), Occupational Therapy(OT), Physiotherapy, School Based OT, Kalmer Counselling Service, Zone West, and when appropriate, Social Services and Child in Care Team.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

Further details on provision for pupils with SEND can be found in the SEND Information Report.

SEND Information Report

This report, and the Annual SEND Report, can be found on the school website. These outline the provision normally available for pupils with SEND as well as provision within the four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical.

The Annual SEND Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school. Parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process.

Partnership with Parents/Carers:

St John's has a positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them.

Parents/carers are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). This service provides information, advice and support at any stage of a child or young person's education and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan.

Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The school Family Support Worker, Mrs Lishman is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help is used to coordinate support for children and their families who have a range of needs.

Pupil Participation:

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils contribute to their SEND Support Plan and their views and comments are displayed on the front sheet of the plan; pupils are aware of their individual targets. Pupils in key stage 2 and above are invited to attend their termly review meeting.

Monitoring and Evaluating the Success of Provision – for further details see Annual SEND Report:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils.
- Assessment records that illustrate progress over time e.g. levels 0 to 7 sub-divided into emerging, developing, secure.
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Regular meetings between the class teacher and SENCOs.
- Provision Mapping used as a basis for monitoring the impact of interventions.
- SEN Support Plans are monitored termly by the SENCOs.
- Pupil voice recorded termly as part of regular audit process.

Staff Development:

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCOs ensure staff are informed of local and national developments in relation to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Early career teachers (ECT) are offered support and in school training by the SENCOs. See Annual SEND Information Report for details.

Medical Conditions

St John's will follow the recommendations of Supporting Pupils at School with Medical Conditions (2017) with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. (See Medicines in Schools Policy and list staff responsible for medicines)

The Complaints Procedure:

Complaints about SEN provision in our school should be made to the SENCOs or Head Teacher in the first instance.

They will then be referred to the school's complaints policy.

Families may find it helpful to involve Newcastle's Special Educational Needs and Disabilities Information, Advice and Support

Service (SENDIASS). sendiassadmin@newcastle.gov.uk

This SEN and Disability policy will be reviewed and amended annually.

Reviewed December 2024

Review due: December 2025